



Grant Details

01590 - FY17 Perkins IV Application

02019 - FY17 Oak Land Education Partnership Perkins Application

Perkins IV Consortium

Grant Title: FY17 Oak Land Education Partnership Perkins Application
Grant Number: 01613
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Applicant Organization: Oak Land Education Partnership
Grantee Contact: Chris Miller
Award Year: 2016
Program Area: Perkins IV Consortium
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Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Anoka Technical College		
Anoka Ramsey Community College		
Anoka-Hennepin Schools	01 public school district	11
Cambridge-Isanti Schools	01 public school district	911
Elk River Area Schools	01 public school district	728
Princeton Schools	01 public school district	477
St. Francis Schools	01 public school district	15

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

Consortium activities focus first on programs available at all secondary districts within the consortium as well as having related programming available through at least one of the postsecondary partner campuses. Examples of initiatives supporting new/significantly improved programming include use of technical skill assesment data for curriculum improvement, postsecondary targeted academic support to improve credential/certificate/degree completion, a new college faculty resource center providing professional development and curriculum improvement resources and expanded secondary offerings.

Secondary districts are implementing new programs and courses including agriculture (animal science); pharmacy tech; manufacturing with NIMS certification; fashion design; cosmetology; ProStart; construction and Health Care Careers Core. Program improvements are being made in medical careers, existing construction programs, manufacturing, and welding. New programs, courses and program improvements focus heavily on industry standards and connections to postsecondary. College programs will benefit from equipment that will help provide cutting edge skills for students, as recommended by industry partners.

Postsecondary partners are working to improve student success through targeted program interventions including a tutor for business programs at ARCC and a CLA for the Manufacturing Hub at ATC.

The Consortium Leadership Team and Executive Committee gathered input from partners and set the parameters for local strategy and funding requests, after developing plans for initiatives involving all members of the consortium. Local/program requests support the priorities of the consortium primarily as related to performance on negotiated targets and development/improvement of Programs of Study, thereby benefitting the consortium by providing opportunity and services for all students across the consortium. Secondary partners met and considered all local secondary requests received in support of consortium goals, and postsecondary partners prioritized, reviewed and approved postsecondary requests.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

The consortium Leadership Team reviewed performance on negotiated targets and placed a priority on areas where performance was below 90% of the target. Consortium activities were planned to address these areas before plans for other activities were developed. Funds were allocated toward consortium-wide activities focused on improvement, and then on related activities for improvement and strengthening of programming at local sites as approved by the Leadership Team. Any local requests were prioritized based on negotiated targets/improvement plans, POS, and TSA implementation. A data/planning retreat was held in February of 2016 for all consortium partners to bring focus to consortium priorities and generate ideas for the FY '17 application. All consortium partners were represented at the planning retreat and feedback indicated the discussion is beneficial both for the grant application and overall sharing of best practices and should be held annually.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

Consortium activities focus first on programs available at all secondary districts within the consortium as well as having related programming available through at least one of the postsecondary partner campuses. This approach ensures that there will be sufficient enrollment and involvement of students from all areas of the consortium. Regional labor market data is also reviewed prior to development of new POS. The consortium is implementing state approved technical skill assessments in all programs of study, which align with national standards and third party assessments.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

Program of study drafts are shared with advisory committees and other relevant parties for review and revision to ensure skills match to high wage, high demand occupations and all aspects of the industry. Training agreements are utilized to ensure that work-based learning students are given the chance to experience the actual occupation including all aspects of the industry and technology applications. The consortium plan includes work-based learning opportunities which address all aspects of the industry as well as exposure to non-traditional careers. Partnerships with Workforce Centers will also assist students with experience in and understanding all aspects of the industry.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

The consortium Leadership Team reviews data, discusses consortium needs and develops consortium-wide plans to address those needs. The consortium places a priority on professional development related to improvement on negotiated targets, which for FY '17 means focus on non-traditional participation and technical skill attainment for postsecondary. Colleges will continue to participate in online professional development for non-traditional improvement provided by MnSCU. Programs of Study, Technical Skill Assessment and Postsecondary Advising are also important professional development topics for the consortium. The POS Coordinator will meet with local POS contacts during the year to ensure that information is updated to reflect local curriculum changes and is utilized as a planning resource by students, parents, teachers and counselors. Teachers and faculty will participate in professional development to facilitate new and improved programming, such as Project Lead the Way, ProStart and NIMS Certification. Anoka Technical College is implementing a new faculty resource center to assist faculty with professional development, program and curriculum improvement.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Individual districts and colleges handle recruitment and retention of teachers, faculty and counselors; and share information on needs and successful practices. Relationships with advisory committees and other business/industry partners build the foundation for possible transitions to teaching.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

The consortium utilizes performance data on state negotiated targets as well as any available information on academic and technical performance at secondary districts and colleges. Participation in CTE programs is reviewed to determine overall strength and availability of programming. Review of articulated college credit certificates issued and utilized resulted in efforts to improve utilization by including new questions in the college intake process. Available consortium and local information – whether data reports or anecdotes – was discussed by the Leadership Team where decisions were made regarding overall plans for improvement. A consortium planning retreat was held for all partners in February of 2016 to share information and gather ideas for improvement.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

The Oak Land Education Partnership presented this year's proposed Program of Study pathways to professional groups and advisory committees. The groups consisted of CTE teachers, college instructors, local industry, and community members. The data collected was used to design the proposed Programs of Study in Operations

Management, Audio/Video Technology and Film, Journalism and Broadcasting, and Emergency/Fire Management Services. During the review process, the pathways are reviewed to ensure that paths contain non-duplicated courses that provide student with the academic and CTE foundational skills so students can participate in their post-secondary education without requiring remedial course work.

The Oak Land Education Partnership POS Coordinator is available to meet with each building POS Coordinator to assist them with the updating of their pathways. During the 2016-17 school year, meetings will also be held with counselors to facilitate increased use of POS information by parents and students.

We are continuing the collection of quantitative and qualitative data in order to improve student achievement through better instruction. In FY '17, three new pathways will be developed, while also updating and improving POS developed in prior years, especially the Rigorous POS and State Approved POS. Therapeutic Services and Accounting are the consortium's designated Rigorous POS. The consortium has consistently utilized the ten elements as all Programs of Study have been developed. Identified strengths in Accounting include college and career readiness standards and course sequences. Areas for improvement include guidance counseling and academics, credit transfer and technical skill assessment.

The Consortium Leadership Team has decided not to designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment and curriculum/instruction improvement in the five state approved POS and two RPOS. All of the consortium's Programs of Study have been developed using the ten components of Rigorous Programs of Study as a base and the Leadership Team will continue to discuss and evaluate which ones they recommend for designation as RPOS moving forward.

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

The consortium will have 38 pathways in place at the end of FY '16 (two RPOS, five state approved and 31 consortium approved pathways) and plans to develop three additional consortium approved POS in FY '17 (Public Management and Administration; Planning; and Food Products and Processing Systems). Business/industry involvement through advisory committees helps to ensure that all aspects of the industry are included in the POS. The pathways chosen for FY '17 were based on areas of programming available in the consortium and movement toward available POS in each Career Cluster. The consortium will continue work on the POS developed to date, including involvement of secondary teachers, postsecondary faculty and counselors. Work with school counselors in FY '17 will focus on promotion of POS and utilization of the information in students' personal learning plans. Each district has a designated POS contact person, and meetings/training sessions for the contacts will be provided. The consortium will utilize the Rigorous POS Framework for evaluation, updating and improvement of existing POS.

The Consortium Leadership Team has decided not to designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment and curriculum improvement in the five state approved POS and two RPOS. All of the consortium's Programs of Study are developed using the ten components of Rigorous Programs of Study as a base and the Leadership Team will continue to discuss and evaluate which ones they recommend for designation as RPOS moving forward.

The consortium continues implementation of state approved Technical Skill Assessments. For secondary partners - identification, purchasing, and delivery of assessments to concentrators are part of a centralized consortium process. In 2014-15, 1,743 assessments were given, with an increase expected during FY '16 as additional districts participate. Assessments are given within the Rigorous Program of Study, State Approved Programs of Study, and Consortium Approved Programs of Study. The TSA Coordinator meets with instructors to discuss use of TSA performance data for curriculum improvement. In 2014-15, the passing rates in Rigorous POS were: Therapeutic Services - 84% and Accounting - 67%. The overall pass rate for all secondary assessments was 70%.

For postsecondary, timing of assessments follows certification guidelines and therefore varies by program. Both ATC and ARCC have assessment plans in place, and include technical skill assessments as part of their campus processes. Increased focus will be placed on TSA during FY '17 to address performance on negotiated targets along with strengthening overall TSA processes at the colleges. Plans include purchase of additional assessments and practice assessments, evaluation/utilization of data for program improvement, increased communications to departments, and professional development.

Secondary and postsecondary partners have participated in several state technical skill assessment teacher/faculty projects and the consortium will continue to encourage participation.

Secondary districts are implementing new programs and courses including agriculture (animal science); pharmacy tech; manufacturing with NIMS certification; fashion design; cosmetology; ProStart; construction and Health Care Careers Core. Program improvements are being made in medical careers, existing construction programs, manufacturing, and welding. New programs, courses and program improvements focus heavily on industry standards and connections to postsecondary. College programs will benefit from equipment that will help provide cutting edge skills for students, as recommended by industry partners.

Postsecondary partners are working to improve student success through targeted program interventions including a tutor for business programs at ARCC and a CLA for the Manufacturing Hub at ATC.

A new faculty resource center (Center for Teaching and Learning) will be in its second year of implementation at Anoka Technical College with a focus on improving student learning and retention. The Center will provide multiple resources including a sound booth for recording professional presentations for student learning and resources for in-class learning enhancement, as well as professional development resources for faculty members. Mentor/coaching training will be provided for the Dean of Academic Affairs to work directly with faculty, starting with Technical Skill Assessment and programs needing improvement on Perkins negotiated targets overall.

ARCC is pursuing accreditation for its business programs, thereby strengthening POS and opportunities for students to seamlessly continue into additional levels of education.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality
Strategies	
Develop Programs of Study in Public Management and Administration; Planning; and Food Products and Processing Systems.	
Outcomes	
Students will have clearer pathways to manufacturing, child development and teaching careers.	

Measures	
POS for the three new pathways have been approved by the consortium.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment , R10 Collaboration
Strategies	
Implement state approved technical skill assessments for both secondary and postsecondary.	
Outcomes	
Students have tools for personal and academic growth, teachers have detailed information for program improvement and college graduates have the credentials needed for workplace success.	
Measures	
Improvement on 2S1	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,679.12
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,679.12
Secondary Required Activities	\$43,723.45
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$28,276.55
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$72,000.00
Total	\$75,679.12
Goal 1 Objectives 3	
Use of Funds*	R2 Programs of Study, R8 Size/Scope/Quality
Strategies	
Provide academic support services for success in POS, including a Business Programs Tutor at ARCC and Welding/Machining CLA at ATC.	
Outcomes	
Students have improved success and retention in targeted programs after working with a CLA or tutor.	
Measures	
Improvement on 2P1	
Reallocation Explanation	
Post-Secondary Required Activities	\$89,226.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$89,226.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$89,226.00

Goal 1 Objectives 4

Use of Funds* R3 All Aspects of an Industry, P2 Counseling

Strategies

Provide career information resources and advising for students.

Outcomes

Students have an improved understanding of careers and POS available to them, and suited to their interests and abilities.

Measures

Secondary and postsecondary CTE participation Improvement on 6S1, 6S2, 5P1 and 5P2

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$3,680.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,680.00
Total	\$5,680.00

Goal 1 Objectives 5

Use of Funds* R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R10 Collaboration

Strategies

Provide professional development and curriculum writing time for POS improvement. Implement Center for Faculty at ATC.

Outcomes

New courses and curriculum improvements have been implemented to enhance POS, and college faculty demonstrate new skills in working with students and increasing retention.

Measures

Improvement on 1S2 Improvement on 2P1

Reallocation Explanation

Post-Secondary Required Activities	\$41,951.44
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$39,048.56
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$81,000.00
Secondary Required Activities	\$24,069.60
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,069.60
Total	\$105,069.60

Goal 1 Objectives 6

Use of Funds* R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation

Strategies

Provide staffing to continue implementation, updating and improvement of POS developed FY '09 - FY '16.

Outcomes

Students, parents, teachers and counselors have the most current information on classes and careers of interest to them. Each district has a knowledgeable "go to" person to keep information current.

Measures

of POS revised on MNPOS.com

Reallocation Explanation

Post-Secondary Required Activities	\$31,000.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,000.00
Secondary Required Activities	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$32,500.00

Goal 1 Objectives 7

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
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Strategies

Review, update, improve and promote agreements for articulated college credit. FY '17 meetings will focus on common assessments with movement toward state approved Technical Skill Assessments for all agreements.

Outcomes

The consortium provides a variety of opportunities for high school students to earn college credit and assist with transitions to postsecondary programs.

Measures

Meeting minutes, new and updated agreements on www.ctecreditmn.com. Increased levels of articulated college credit usage by students.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,660.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,660.00
Total	\$8,660.00

Goal 1 Objectives 8

Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
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Strategies

Strengthen CTE programs (secondary and postsecondary) through equipment, textbooks and contracted services that support POS and TSA implementation and new course development.

Outcomes

More programs offer instruction that is aligned with industry standards and are able to fully participate in TSA.

Measures

Improvement on 2S1 Number of programs able to administer TSA within approved POS Number of CTE participants over time

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$69,424.26
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$69,424.26
Secondary Required Activities	\$63,500.00
Secondary Permissible Activities	\$56,870.24
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$120,370.24
Total	\$189,794.50

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

The consortium utilizes a variety of employer, community and education partnerships. The consortium builds on existing secondary and postsecondary advisory committees and overlapping teacher/faculty membership on the committees. All district partners are invited to advisory committee meetings at STEP, especially as a resource for smaller/one-teacher programs. Consortium partners will seek out new advisory committee members, including business partners, to provide insight on program needs and developments; and will include CTE advisors/counselors on advisory committees to enhance committee members' perspectives of students' needs. The CTE advisors/counselors will communicate current program information to colleagues and students.

Local partners will maintain and enhance their relationships with local business and industry representatives - as well as local Workforce Centers, Chambers, ABE, etc. - to provide the best possible advice and work based learning experiences for students. A representative from the Anoka County Workforce Center participates on the Consortium Leadership Team, and planning for increased partnership activities will take place during FY '17. Possibilities include including workshops on Career Exploration, Career Pathways and scheduling tours of local employers in the high schools; and workshops/ presentations at ATC or ARCC on job search, resumes, interviewing, etc. In addition, a new Director of Partnerships at Anoka Technical College will work to increase collaborative activities with Workforce Centers and area businesses and strengthen partnerships with high schools.

Secondary and postsecondary consortium members serve on the Anoka County Workforce Development Board and Standing Youth Committee. Other examples of collaboration with Workforce Centers include Anoka County Job Training Center services provided for the ARCC H2P project; partnership involving ARCC, ATC and Central MN Jobs and Training Services focused on teaching stone masonry to at-risk youth ages 18-21 at Steger Wilderness Center; and Career Pathway Programs - ATC Precision Sheet Metal, CNA Fast Trac and Office Administration programming for students recruited by Anoka County Job Training Center.

Work based learning experiences will provide information on all aspects of the industry and non-traditional careers. Curriculum writing and planning are an important part of the process to ensure that experiences are embedded into instruction. Career and Technical Education Student Organizations are a priority as they provide excellent learning experiences and leadership development for students. The consortium supports secondary and post-secondary student organizations as important components of Programs of Study.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P1 Advisory Committees
Strategies	
Facilitate advisory committee work and involvement in POS development and implementation.	
Outcomes	
Advisory Committees are more actively involved in programming decisions and recommendations.	
Measures	
Advisory committee minutes and recommendations on file.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$11,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,700.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,700.00
Total	\$12,700.00
Goal 2 Objectives 2	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Provide staffing and funds to develop and/or strengthen partnerships among Workforce Centers, colleges, high schools and businesses.	
Outcomes	
Increased student awareness of labor market information, local career opportunities, all aspects of the industry and programs of study.	
Measures	
Steady or increased CTE participation and completion at secondary and postsecondary.	
Reallocation Explanation	
Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$24,000.00

Goal 2 Objectives 3	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , P3 Work-Based Experiences
Strategies	
Provide work-based learning/college opportunities including field trips for secondary CTE students and business/industry contacts for instructors, along with associated curriculum writing time.	
Outcomes	
Students clearly see the benefit of high school graduation and transition to postsecondary programming, and better understand nontraditional career opportunities.	
Measures	
4S1 and 5S1 targets are met Improvement on 6S1 and 6S2	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$32,500.00
Secondary Permissible Activities	\$18,315.16
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$50,815.16
Total	\$50,815.16

Goal 2 Objectives 4	
Use of Funds*	P5 Student Organizations
Strategies	
Support secondary and postsecondary student organizations.	
Outcomes	
Consortium students have a variety of high quality opportunities to build skills and gain leadership experience.	
Measures	
Number of consortium programs with students placing in state competitions and competing in nationals.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$23,520.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$23,520.00
Total	\$23,520.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Secondary and post-secondary partners in the consortium align information and services for the success of all students, including all categories of special populations. Expenditures are focused on activities specifically designed to improve student success. The consortium researcher analyzes local data and disaggregates state reports to identify gaps and help focus activities,

Colleges evaluate the specific needs of particular special populations in order to tailor academic support to meet these needs. Current and prospective secondary and postsecondary CTE students are provided with the academic and career advising they need to enroll in and successfully complete an appropriate CTE program; and to successfully prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. A new Enrollment Services Specialist position at ATC will help address needs of special populations including underrepresented and nontraditional students, to facilitate and smooth the transition into postsecondary and a new Director of Partnerships will reach out to a variety of partners to identify needs and provide a range of service options for students.

Secondary activities include curriculum improvement and professional development for instructors and work based learnign for students. Efforts also include postsecondary outreach to secondary students through career information activities and tours, along with professional development for faculty.

In FY' 17, partners will work together to offer non-traditional career camps for students, building on the offerings piloted in FY '15 and FY '16. The pilot efforts were - a "Scrubs Camp" for male students to explore medical careers, and a "Girls Only" Career Exploration Camp focused on manufacturing and information technology. Camps will be repeated or redesigned for other program areas in FY '17. Local camps or related activities are being considered as an alternative or addition to the piloted format, to serve more students. Follow up and outreach activities will also take place for students who participated in past camps.

Crossroads Alternative High School is now located on the Anoka Technical College campus. ATC students are be paired with Crossroads students for mentoring and guidance into programs of study.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R2 Programs of Study, R9 Special Populations
Strategies	
Provide curriculum writing, contracted services, and support services for special populations initiatives.	
Outcomes	
Programs are regularly evaluated, improved and better meet the needs of special population students.	
Measures	
Maintain participation of special population students Improvement on 6S1 and 6S2	
Reallocation Explanation	
Post-Secondary Required Activities	\$51,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$51,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$52,000.00

Goal 3 Objectives 2	
Use of Funds*	R5 Professional Development , R9 Special Populations
Strategies	
Provide informational materials, outreach, career exploration activities and mentoring for non-traditional programs.	
Outcomes	
Students will have an increased understanding of non-traditional careers and education, and the benefits of pursuing them.	
Measures	
Improvement on 6S1 and 6S2.	
Reallocation Explanation	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$13,000.00

Goal 3 Objectives 3	
Use of Funds*	R5 Professional Development , R9 Special Populations
Strategies	
Provide professional development and curriculum writing time for teachers and faculty	

Provide professional development and curriculum writing time for teachers and faculty.

Outcomes	
Improved understanding of barriers to student participation and completion of in non-traditional programs	
Measures	
Improvement on 6S1 and 6S2	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 4

Use of Funds*	R9 Special Populations, P3 Work-Based Experiences
Strategies	
Provide work based learning experiences.	
Outcomes	
Students clearly see the benefit of high school graduation and transition to postsecondary programming, and better understand nontraditional career opportunities.	
Measures	
4S1 and 5S1 targets are met Improvement on 6S1 and 6S2	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,535.00
Secondary Reserve	\$0.00
Secondary Total	\$1,535.00
Total	\$1,535.00

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

The consortium has a history of brokering with neighboring consortia as well as other postsecondary institutions offering programs of interest to students and connected to secondary programs offered in the consortium. In FY '16, the consortium continued expansion of brokering through articulation process and website improvement in partnership with 16 other consortia. Students now have increased options for postsecondary acceptance of articulated credit, and colleges have more partnerships with area high schools. Consortium teachers and faculty have opportunities to share ideas and experiences with more of their colleagues.

The articulation coordinator plans to hold meetings at school districts and colleges over the summer to share information and gather feedback for use in FY '17 meetings. Common assessments will be a main focus for FY '17 articulation meetings, with a goal of moving toward state approved Technical Skill Assessments for each articulation agreement. Specialized follow up meetings will also be held as appropriate based on outcome of the articulation/curriculum/assessment meetings. During FY '16, a training session on the Help Desk/Support Services course was provided by a postsecondary faculty member after interest was indicated by secondary partners at the articulation meeting.

Secondary and post-secondary student services departments and registrars will receive regular updates on appropriate practices related to the application of college credits and/or CTE certificates earned by high school students. Career information is provided for students based on their interests and skills, and not limited by consortium member offerings (including information on on-line options, PSEO, college in the schools, etc.). Career fairs and shared online job listings help facilitate successful transitions from college to career. A new Enrollment Services Specialist position at ATC will aid in the enrollment process and facilitate high school to college transitions for high school students within and outside the consortium.

Consortium members facilitate transfer of college-level credits and credentials to the postsecondary level (both within and outside the consortium). The primary vehicle for this is the electronic articulated college credit system on www.ctecreditmn.com, which is a partnership of multiple consortia, and providing documentation of expanded opportunities for students.

Information and POS access points are available for both secondary and adult learners. Partnerships with Workforce Centers help to reach and provide services to unemployed and underemployed adult learners. Examples include ATC Precision Sheet Metal, CNA Fast Trac and Office Administration programming for students recruited and supported by the Anoka County Workforce Center.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, P3 Work-Based Experiences
Strategies	

Provide job fair(s), College Central web based job listing service and career services for college students.	
Outcomes	
Students are more directly prepared for completion/graduation and transition into the workplace.	
Measures	
Improvement on 2P1 and 4P1	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$18,150.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$18,150.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$18,150.00

Goal 4 Objectives 2	
Use of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Provide staffing to help coordinate school district and college brokering activities.	
Outcomes	
Students have knowledge of and access to opportunities both within and outside the consortium, increasing the likelihood of continuing into a college program and completing it.	
Measures	
Maintain CTE enrollment; improved usage rate of articulated college credit	
Reallocation Explanation	
Post-Secondary Required Activities	\$31,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$31,000.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The consortium operates using a structure including a Leadership Team made up of representatives from all partner institutions, and an Executive Committee. The Leadership Team meets regularly, sets consortium direction, receives reports from consortium staff, and team members then facilitate implementation of activities at the local districts and colleges. The Team also develops the annual plan, budget, and APR. The Executive Committee monitors finance and sets overall direction. The consortium researcher provides frequent analysis and recommendations to the Team based on data available from MnSCU/MDE as well as other data gathered at the consortium level. A planning retreat is held annually for all consortium partners.

The consortium structure has evolved in FY '16, with the pending dissolution of the Oak Land Cooperative Center. The Oak Land Cooperative represented Cambridge-Isanti, Princeton and St. Francis districts on the Leadership Team in the past and served as liaison between the consortium and those member districts. Each individual district will have representation on the consortium Leadership Team beginning in FY '17, and administrators and teachers from those districts have participated in meetings and information sessions during FY '16 in preparation for FY '17. In FY '16, the Leadership Team also welcomed new members representing ATC and ARCC. All of these new members participated in development of the FY '17 consortium plan and budget.

Partnership on the www.CTEcreditmn.com website has expanded, and the website was recently rebuilt to better serve students, high schools and colleges.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Continued participation in multi-consortium articulation/POS website/electronic system for articulated college credit (with annual updates and improvements).	
Outcomes	
Consortium partners, teachers, parents and students all have access to information on locally available articulated college credit.	
Measures	
Number of certificates earned by consortium students. Feedback on file from teachers for improvement of the electronic system.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$500.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,500.00

Goal 5 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Create a communication plan and processes to ensure clear communication among consortium members.	
Outcomes	
Improved understanding of consortium policies, procedures and operations, resulting in improved participation. Improved involvement of all local partners in development of consortium plans.	
Measures	
Policies/procedures manual reviewed/updated annually. Consortium plan reflects broad-based participation in data review/planning retreat. Meeting minutes and handouts posted on D2L.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 5 Objectives 3	
Use of Funds*	R10 Collaboration
Strategies	
Postsecondary Admin Cost	
Outcomes	
Postsecondary consortium activities are coordinated and funded.	
Measures	
Postsecondary activities took place as planned.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Admin Cost	\$25,314.70
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,314.70
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$25,314.70

Goal 5 Objectives 4

Use of Funds* R10 Collaboration, R11 Articulation

Strategies

Provide staffing, leadership, coordination, and support to sustain and improve consortium collaboration.

Outcomes

Structure is maintained and adjusted as necessary, with processes for goal setting and review, allowing consortium to operate as a cohesive unit.

Measures

Regular meetings of the Leadership Team and Executive Committee as evidenced by minutes.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$62,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$62,000.00
Secondary Required Activities	\$15,400.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,400.00
Total	\$77,400.00

Goal 5 Objectives 5

Use of Funds* R10 Collaboration

Strategies

Secondary Admin Cost

Outcomes

Secondary consortium activities are coordinated and funded.

Measures

Secondary activities took place as planned.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$15,044.97
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,044.97
Total	\$15,044.97

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$25,314.70
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$15,044.97

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$165,856.56	\$71,424.26	\$39,048.56	\$0.00	\$0.00	\$276,329.38	\$141,453.05	\$60,550.24	\$28,276.55	\$0.00	\$0.00	\$230,279.84	\$506,609.22

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$20,000.00	\$11,000.00	\$0.00	\$0.00	\$0.00	\$31,000.00	\$36,500.00	\$43,535.16	\$0.00	\$0.00	\$0.00	\$80,035.16	\$111,035.16

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$61,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$61,000.00	\$4,000.00	\$1,535.00	\$0.00	\$0.00	\$0.00	\$5,535.00	\$66,535.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$31,000.00	\$18,150.00	\$0.00	\$0.00	\$0.00	\$49,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,150.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$63,000.00	\$500.00	\$0.00	\$0.00	\$0.00	\$88,814.70	\$16,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,444.97	\$120,259.67

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$340,856.56	\$101,074.26	\$39,048.56	\$0.00	\$0.00	\$506,294.08	\$198,353.05	\$105,620.40	\$28,276.55	\$0.00	\$0.00	\$347,294.97	\$853,589.05

Secondary Budget Details

Description	File Name	File Size
Oak Land FY '17 Secondary Budget Supplement	Oak Land FY '17 Secondary-Budget-Supplemental-Sheet.xlsx	68 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$4,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,750.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$4,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$78,000.00
Totals	\$87,750.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
Review data, administer additional assessments and practice assessments. Utilize data for curriculum and instruction improvement. Provide professional development for faculty.	
Resources Needed*	Funds for assessments, review of data and professional development
Timeline*	2016-17 school year
Person(s) Responsible*	ATC Academic Dean and Student Affairs Dean and ARCC Dean of Academic and Community Outreach
How will progress be documented?*	Improvement on 1P1
Sub-populations or groups where gap exists:*	Accounting is the program with the greatest potential for improvement based on current data, but TSA participation and improvement for all RPOS and state approved POS will be pursued.
Describe any contextual factors that might contribute to this gap:*	Potential need for review of assessments to determine best match with the college programs.
Further Information	
ARCC has budgeted funds in goal 1 for professional development, research, awareness, and outreach to increase the usage and identification of correct TSA for ARCC courses.	
See goal 1 for additional information on consortium technical skill attainment activities, and also information on Anoka Technical College's Center for Faculty, which will address professional development and data review/curriculum improvement in programs.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	91.30%
Actual Performance:	80.19
General strategies planned to improve performance:	
Continue to monitor assessment results and work with faculty on using assessment data to implement improvement strategies.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	25.10%
Actual Performance:	22.86%
General strategies planned to improve performance:	

Partnership activities with secondary schools, including career camps and other experiential activities to get program/career information to students earlier. Professional development for teachers and faculty, and informational materials/outreach/mentoring initiatives. In addition, new positions at Anoka Technical College (Director of Partnerships and Enrollment Services Assistant) will include a focus on improving nontraditional participation in ATC programs. See Goal 3 for additional information.

Comments or context for actual performance (optional):

Recent performance has ranged from 22.08% in 2012-13 to 23.43% in 2013-14, and 22.86% in 2014-15. Performance was over 90% of the target for the past two years and activities continue focused on maintaining or increasing performance. The target was exceeded at Anoka Ramsey Community College, but not met at Anoka Technical College and so while activities will address nontraditional participation across the consortium, there will be more focus placed on Anoka Technical College.

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	OakLand_AndoverHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
Rigorous Program of Study 2	
State-Approved Rigorous Program of Study*	Accounting
RPOS submitted with 10 components	Accounting RPOS.pdf

Programs of Study

Programs of Study 1	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Professional Sales
In which CTE Program?	Retail Management Certificate, Sales Mgmt AAS
At which High School? College?	ARCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - General Management
In which course (use course code) or at what time in the program?	End of program

Programs of Study 2	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Business/Marketing; Administrative Support
At which High School? College?	STEP
State-Approved Secondary Assessments	NOCTI Computer Repair Technology Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 3	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	ARCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Accounting -Advanced
In which course (use course code) or at what time in the program?	End of program

Programs of Study 4	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Transportation
At which High School? College?	STEP
State-Approved Secondary Assessments	National Automotive Student Skills Standards Assessment (NA3SA) Automotive Service Technology Assessment (developed by Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA)
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 5	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Transportation
At which High School? College?	STEP
State-Approved Secondary Assessments	NOCTI - Automotive Technician - Core
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 6	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science
At which High School? College?	STEP
State-Approved Secondary Assessments	NOCTI - Home Health Aide
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Professional Sales
In which CTE Program?	Administrative Support or Marketing
At which High School? College?	Andover, Anoka, Blaine, Champlin Park, Coon Rapids, STEP
State-Approved Secondary Assessments	NOCTI - Retail Merchandising
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 8	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Accounting
In which CTE Program?	Business/Marketing; Administrative Support
At which High School? College?	STEP, Andover, Anoka, Blaine, Champlin Park, Coon Rapids
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 9	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive
At which High School? College?	ATC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Automobile Service Consultant Certification Test
In which course (use course code) or at what time in the program?	End of program

Programs of Study 10	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Computer Networking
At which High School? College?	ARCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Cisco Certified Entry Networking Technician (CCENT)
In which course (use course code) or at what time in the program?	End of program

Programs of Study 11	
Career Fields	Health Science Technology

Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science
At which High School? College?	STEP, St. Francis
State-Approved Secondary Assessments	NOCTI Nursing Assistant Job Ready Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 12

Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science
At which High School? College?	St. Francis
State-Approved Secondary Assessments	National Consortium for Health Science Education (NCHSE) - National Health Science Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd of 3rd course in sequence

Programs of Study 13

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Practical Nursing
At which High School? College?	ATC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	End of program

Programs of Study 14

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing
At which High School? College?	ARCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	End of program

Programs of Study 15

Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Law Enforcement Careers
At which High School? College?	STEP
State-Approved Secondary Assessments	NOCTI Protective Services Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 16

Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Law Enforcement
At which High School? College?	No colleges in consortium offer program
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination
In which course (use course code) or at what time in the program?	End of program

Programs of Study 17

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology

In which CTE Program?	Project Lead the Way
At which High School? College?	STEP
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Principles of Engineering Course

Programs of Study 18

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	Engineering
At which High School? College?	ATC, ARCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Instruments (NI) Certified LabVIEW Associate Developer (CLAD) Certification Examination
In which course (use course code) or at what time in the program?	End of program

Programs of Study 19

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science
At which High School? College?	STEP
State-Approved Secondary Assessments	Minnesota Emergency Medical Services Regulatory Board (EMSRB) - Emergency Medical Responder
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	2nd or 3rd course in sequence

Programs of Study 20

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	ATC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Certified Bookkeeper (CB) Examinations
In which course (use course code) or at what time in the program?	End of program

Coordination Time for Perkins Grant**Secondary**

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$15,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$62,000.00

Perkins Dollars**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Tabitha Elstad	Administrative Assistant - Consortium & ARCC		\$62,000.00	Consortium Admin Assistant.docx
To be determined	Consortium Researcher		\$12,000.00	Consortium Researcher.docx
To be determined	Articulation & Website Coordinator		\$30,000.00	Articulation Coordinator.docx

Chris Miller	Grant Facilitator		\$15,000.00	Grant Facilitator.docx
Kathy Vaughn-Coello	Secondary TSA Coordinator		\$48,000.00	TSA Coordinator.docx
John Mago	Special Assignment - Business School Accreditation		\$20,000.00	ARCC Business Accreditation Assignment FY '17.docx
Christa Hayes	Career Services Coordinator - ARCC		\$14,000.00	Career Center Coordinator PD.pdf
To be determined	Enrollment Services Specialist - ATC		\$40,000.00	CSS PD.docx
To be determined	Director of Partnerships - ATC		\$40,000.00	Director of Partnerships FY '17.docx
Stuart Roe	Business Program Tutor - ARCC		\$50,000.00	CLA 1 Business (Luanne Kane) 10-13-14.docx
To be determined	Faculty Resource Ctr Coordinator - ATC		\$25,000.00	Center for Faculty Coordinator position.docx
To be determined	CLA - Manufacturing Hub - ATC		\$39,226.00	CLA1 - Machining FY '17.docx
			\$395,226.00	